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A study was designed to determine (1) differences in ethnic prejudice between 43 student teachers in early childhood education, 124 in elementary, and 195 in secondary; (2) how prejudice toward Negroes differs from that toward other ethnic groups; and (3) the relationship of ethnic prejudice to various student teaching behavior characteristics. Student teachers were given Bogardus' Ethnic Distance Scale and Hinckley's Attitude Toward the Negro Scale to measure prejudice and a semantic differential scale to assess eight characteristics of teaching (such as rigidity and conformity) hypothesized to be related to prejudice. Content analyses of supervisor reports provided information about each student's behavior with regard to 22 characteristics (e.g., enthusiasm, self-confidence, adaptability). Analysis of variance, t test, and correlational procedures were used to derive the findings. No significant differences were found between the three groups. Prejudice toward Negroes was found to be greater than toward other ethnic groups. Correlations indicated that students rated high on presentation-communication, enthusiasm, professional attitude, and sense of humor evidenced less prejudice than others, and those who had difficulty assuming responsibility and accepting constructive criticism evidenced significantly more prejudice than others. (JS)

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The Relationship between Ethnic Prejudice and Student Teaching Behavior

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Several investigators have attempted to discover the personality correlates of prejudice. For example, Adorno et al. (1950) found that certain personality characteristics such as rigidity, conformity, and intolerance of ambiguity were closely related to prejudice. In another study, Kutner (1958) concluded that rigidity and concrete-mindedness accompany and possibly underlie prejudice. Other investigators (Halstead, 1966; Stephenson, 1952, 1955) have shown that college students majoring in different areas of study differ in the degree of prejudice that they show toward Negroes. Stephenson and Wilcox (1955) found that students in different fields differed in attitudes toward Negroes but not toward ethnic groups in general.

The present study attempted to determine differences in ethnic prejudice between student teachers in early childhood, elementary, and secondary education and how prejudice of student teachers toward Negroes differs from their prejudice toward ethnic groups in general. This study also attempted to determine the relationship of ethnic prejudice to various student teaching behavior characteristics.

This paper was presented at the meeting of the American Educational Research Association, Los Angeles, February 1969. It is based on the first author's unpublished master's thesis, "The Relationships Between Ethnic Prejudice and Teaching Behavior of Student Teachers at Kent State University, Fall, 1967, " Kent State University, 1969. (Thesis advisor: Dr. Carl Auria)

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Sample

A group of one hundred and fifteen subjects was drawn from a population of students doing student teaching in the fields of early childhood (N=43), elementary (N=124), and secondary education (N=195) at a large midwestern state university during the fall of 1967. Since the evaluation of student teachers required the cooperation of student teaching supervisors, only student teachers whose supervisors indicated a willingness to cooperate were included.* A distribution of this sample by major field and by sex is given in Table 1. It should be noted that the early childhood education and elementary education groups contain only female student teachers. Only the secondary education group had any male subjects.

Procedures

Ethnic prejudice was assessed with a modified version of Bogardus' Ethnic Distance Scale and Hinckley's Attitude Toward the Negro Scale. The Ethnic Distance Scale was designed to measure the ethnic distance or the degree of "closeness" or acceptance that an individual will allow of himself toward any ethnic group. For example, for each ethnic group respondents indicated whether they would marry into that group, would accept them as close friends, would exclude them from the United States, etc. The degree of ethnic prejudice shown toward an ethnic group, a specific ethnic distance score, is obtained for each of thirty ethnic groups. The mean of the specific

*The sample includes approximately twenty-five percent of each the secondary and elementary education student teachers and eighty percent of the early childhood education student teachers.

ethnic distance scores of all ethnic groups represents a general ethnic distance score. A low ethnic distance score indicates low prejudice on the part of the respondent toward the ethnic group rated. The means of the ethnic distance scores of each ethnic group were determined for each student teaching group. The ethnic groups were then ranked on the basis of these mean scores for each of the student teaching groups. A listing of the thirty ethnic groups rated in this study is included in Table 5.

Hinckley's Scale, as the name indicates, measures attitudes towards Negroes. On this scale, respondents indicate whether they agree or disagree with sixteen statements about the rights, equality, and the prerogatives of Negroes. A high score on this scale indicates a favorable attitude toward Negroes.

Teaching behavior was evaluated as follows: A semantic differential type rating scale developed by the present investigators was employed by student teaching supervisors to assess particular characteristics of teaching behavior (such as rigidity and conformity) hypothesized to be related to prejudice. A complete listing of these characteristics is given in Table 2. A low score indicates that the student teacher being rated is more flexible than rigid, more tolerant than intolerant, etc.

Extensive reports prepared by the supervisors at the completion of the student teaching period were content analyzed to provide information about each student teacher's behavior. Table 3 contains a list of the teaching characteristics determined by the content analysis. These

characteristics include enthusiasm, self-confidence, and the ability to assume responsibility in student teaching. Each student teacher was rated as having a strength or weakness on each of these teaching characteristics. In some instances the supervisors made no reference to a characteristic. so a third category, "characteristic not specified", was added. The ethnic prejudice scores for the total group of student teachers were sorted into three subgroups based on the ratings of the student teacher on each of the teaching characteristics.

Analysis of variance, t-test, and correlational procedures were used in making comparisons between the student teaching groups and determining the relationships of teaching characteristics to prejudice. In all analyses, the .05 level was considered the point of statistical significance. For discussion purposes the .10 level of significance was considered to be "suggestive."

Findings

Table 4 shows the results of comparisons on prejudice scores of the student teaching groups. It may be noted that the student teaching groups do not differ in the mean prejudice scores on either the Bogardus or Hinckley Scales.

Table 5 shows the ethnic groups ranked according to the mean prejudice scores assigned them by the total group of student teachers. As is apparent for the total group of student teachers, Negroes were ranked very low for the three groups of student teachers. This indicates that prejudice toward Negroes was greater than prejudice toward other ethnic groups. In fact, the mean differences between the specific ethnic distance score toward Negroes and the

general ethnic distance score toward all ethnic groups were found to be significant for each of the three groups of student teachers. These findings are shown in Table 7.

The rankings of the mean prejudice scores of the student teaching groups toward the thirty ethnic groups were very highly correlated (rho = .95). The Spearman rho correlation coefficients between these rankings are shown in Table 6.

The findings that no differences exist in prejudice toward ethnic groups in general between the groups of student teachers concurs with the findings of Stephenson and Wilcox (1955). However, contrary to the studies of Halstead (1966) and Stephenson (1955) this study found no differences in prejudice toward Negroes between the student-teacher groups.

The means and standard deviations of the ratings on teaching behavior characteristics for the student teaching groups are given in Table 8. Product moment correlation coefficients between the general ethnic distance scores (Bogardus Scale) and the ratings of each of the behavior characteristics for various groups are shown in Table 9. Only four of these correlations are significant. It was recognized that the correlation of a series of characteristics for any population increases the probability of finding significant correlations by chance. The conservative approach to this problem taken in this study was to accept a correlation as being significant only if more than one significant correlation was found for any subgroup. Therefore, for the early childhood education group, the hypothesis that pessimism and prejudice are positively correlated is not accepted. However, three correlations are significant for the female secondary education group. These positive

correlations indicate that future female secondary teachers having low prejudice scores were rated as tolerant, independent, and equalitarian. No significant correlations were found for the early childhood or male secondary education student teachers.

On the basis of obtained F ratios six prejudice-- teaching behavior relationships may be classified as "suggestive." Tables 10 and 11 include those characteristics on which student teacher subgroups differed on Ethnic Distance Scale scores and Attitude Toward the Negro Scale scores, respectively. Tables 12 and 13 show the results of the comparisons of the specific rating subgroups which yielded the "suggestive" F ratios. It may be seen that those students rated as having strengths on the behavior characteristics of presentation - communication, enthusiasm, professional attitudes, and sense of humor evidenced less prejudice than those students for whom these characteristics were not specified. It also may be seen that those students who had difficulty in assuming responsibility and accepting constructive criticism evidenced more prejudice than students for whom these characteristics were not specified. Those students who were observed as accepting constructive criticism evidenced significantly less prejudice than those students who did not manifest this behavior.

Obviously, any interpretation of the findings of this study must take into account such limitations as restricted sampling, the use of paper-and-pencil tests as measures of prejudice, and the relatively subjective evaluation of teaching behavior made by student teaching supervisors. Yet, the findings do indicate that ethnic prejudice is reflected in various student teaching behaviors, that the instruments employed have some validity, and that prejudice as a variable in teaching can and should be studied further.

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TABLE 1

Distribution of Subjects by Major and by Sex

	Early Childhood	Elementary	Secondary	Total
Male	0	0	22	22
Female	34	32	27	93
Total	34	32	49	115

TABLE 2

Teaching Behavior Characteristics Hypothesized

to be Related to Prejudice

Hypothesized to be Positively Related to Prejudice	Hypothesized to be Negatively Related to Prejudice
authoritarian	equalitarian
rigid	flexible
intolerant	tolerant
conformer	independent
low self acceptance	high self acceptance
pessimistic	optimistic
discontented	contented
extrapunitive	intropunitive

TABLE 3

Selected Student-Teaching Characteristics

Determined by Content Analysis of Final

Student Teaching Reports

knowledge of subject matter
preparation and planning
presentation-communication
classroom management-discipline
enthusiasm
rapport
provide for individual differences
creative-imaginative-resourceful
sincere-conscientious-friendly
motivating
self-confident
assumes responsibility
accepts constructive criticism
interested in children
personal appearance
open-minded
professional attitudes
adaptable
sense of humor
consistent-dependable
understands children
works harmoniously with others

TABLE 4

Analysis of Variance Between Student Teaching Groups on Ethnic Distance Scale Scores and Attitude Toward the Negro Scale Scores

Attitude Measure	Student Teaching Groups						
	Early Childhood (N=34)		Elementary (N=32)		Secondary (N=49)		
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	F
Ethnic Distance Scale	1.66	0.49	1.65	0.46	1.50	0.66	1.05
Attitude Toward the Negro Scale	8.45	1.04	8.26	1.22	8.04	1.27	1.22

TABLE 5

Ethnic Group Ranks as Determined by Ethnic Distance Scale

Specific Subscale Score Means of Total Group (N=115)

Rank	Ethnic Group	Specific Subscale Score $\bar{X}$	Rank	Ethnic Group	Specific Subscale Score $\bar{X}$
1.0	Americans (U.S. White)	1.017	16.0	Greeks	1.529
2.0	English	1.069	17.0	Jews	1.638
3.0	Canadians	1.086	18.0	Indians (American)	1.681
4.0	Irish	1.095	19.0	Armenians	1.733
5.0	Scots	1.147	20.0	Russians	1.750
6.0	Norwegians	1.155	21.0	Japanese Americans	1.836
7.0	Germans	1.164	22.0	Japanese	1.966
8.0	French	1.190	23.0	Mexican Americans	1.974
9.0	Swedish	1.198	24.0	Turks	2.000
10.0	Hollanders	1.216	25.0	Filipinos	2.026
11.0	Finns	1.233	26.0	Koreans	2.052
12.0	Italians	1.328	27.5	Chinese	2.095
13.0	Poles	1.448	27.5	Mexicans	2.095
14.0	Czechs	1.491	29.0	Indians (India)	2.138
15.0	Spanish	1.526	30.0	Negroes	2.336

General Ethnic Distance Score = 1.59

TABLE 6

Spearman Rho Correlation Coefficients Between Ethnic Group Ranks by Early Childhood, Elementary, and Secondary Education Majors

	Early Childhood (N=34)	Elementary (N=32)	Secondary (N=49)
Early Childhood	-	.939++	.949++
Elementary		-	.950++
Secondary			-

++p<.01, 2-tailed test

TABLE 7

Correlated T Tests of Significance of Mean Differences Between General Ethnic Distance Scores and Negro Subscale Scores of Total Group and Subgroups

Group	General $\bar{X}$	General SD	Negro $\bar{X}$	Negro SD	t
Early Childhood (N=34)	1.66	0.48	2.26	0.83	5.72^{++}
Elementary (N=32)	1.64	0.46	2.38	0.94	5.39^{++}
Secondary (N=49)	1.50	0.66	2.37	1.09	8.23^{++}
Total (N=115)	1.59	0.56	2.34	0.97	12.90^{++}

$^{++}p<.01$, 2-tailed test

TABLE 3

Means and Standard Deviations of Ratings of Specific Student Teacher Behavior Characteristics for Total Groups and Subgroups

Teaching Behavior Characteristic	Mean and Standard Deviation	Early Childhood	Elementary	Secondary	Secondary Male	Secondary Female	Total
Rigid-Flexible	$\bar{X}$	4.74	5.22	6.22	6.86	5.70	5.50
	SD	2.81	3.46	2.44	2.55	2.27	2.91
Intolerant-Tolerant	$\bar{X}$	4.09	4.53	4.86	5.09	4.67	4.54
	SD	2.93	2.75	1.83	2.02	1.67	2.46
Conformer-Independent	$\bar{X}$	5.29	6.38	7.00	7.18	6.85	6.32
	SD	3.23	3.60	2.40	2.11	2.64	3.08
Low Self Acceptance-High Self Acceptance	$\bar{X}$	5.44	5.78	6.55	6.46	6.63	6.01
	SD	2.70	3.40	2.59	2.30	2.84	2.88
Pessimistic-Optimistic	$\bar{X}$	5.68	5.47	6.63	6.36	6.85	6.03
	SD	2.54	3.51	2.57	2.28	2.81	2.88
Discontented-Contented	$\bar{X}$	4.62	5.22	6.39	6.27	6.48	5.54
	SD	2.40	3.73	2.35	2.64	2.14	2.89
Extrapunitive-Intropunitive	$\bar{X}$	6.03	7.41	6.51	6.36	6.63	6.62
	SD	2.76	2.65	1.96	1.92	2.02	2.45
Authoritarian-Equalitarian	$\bar{X}$	6.09	6.91	6.96	7.54	6.48	6.69
	SD	2.85	3.06	2.09	2.02	2.06	2.62

TABLE 9

Product-Moment Correlations Between General Ethnic Distance Scores and Ratings of Specific Student-Teacher Behavior Characteristics for Total Group and Subgroups

Characteristic	Early Childgood (N = 34)	Elementary (N = 32)	Secondary (N = 49)	Secondary Male (N=22)	Secondary Female (N=27)	Total (N=115)
Rigid-Flexible	.030	-.027	-.046	-.230	.266	-.049
Intolerant-Tolerant	.103	.007	.193	.067	.502++	.087
Conformer-Independent	.032	.008	.102	-.025	.331+	.019
Low-High Self Acceptance	.010	.034	.059	.090	.044	.015
Pessimistic-Optimistic	.315+	.033	-.092	-.125	-.045	.012
Discontented-Contented	.285	-.145	-.023	-.009	-.046	-.027
Extrapunitive-Intropunitive	.129	.191	.041	.044	.072	-.101
Authoritatian-Equalitarian	.005	-.149	-.009	-.288	.445++	-.054

+p<.05, 1-tailed test
++p<.01, 1-tailed test

TABLE 10

Analysis of Variance Between General Ethnic Distance Scores of Subgroups of Student Teachers Selected by Ratings on Student Teaching Behavior Characteristics

Student Teaching Behavior Characteristic	Rating Subgroup	N	General Ethnic Distance Score		F
			$\overline{X}$	SD	
Presentation - Communication	Strength	59	1.52	0.39	2.70#
	Weakness	13	1.40	0.29	
	Not Specified	43	1.73	0.75	
Enthusiasm	Strength	50	1.45	0.39	2.88#
	Weakness	4	1.70	0.32	
	Not Specified	61	1.70	0.65	
Professional Attitudes	Strength	30	1.42	0.34	2.60#
	Weakness	1	1.00	0.00	
	Not Specified	84	1.65	0.60	
Sense of Humor	Strength	13	1.32	0.37	3.30#
	Weakness	0	----	----	
	Not Specified	102			

#p<.10, 2-tailed test

TABLE 11

Analysis of Variance Between Attitude Toward the Negro Scale Scores of Subgroups of Student Teachers Selected by Ratings on Student Teaching Behavior Characteristics

Student Teaching Behavior Characteristic	Rating Subgroup	N	Attitude Toward the Negro Scale Score		F
			$\overline{X}$	SD	
Assumes Responsibility	Strength	20	7.88	1.10	2.78#
	Weakness	5	7.34	0.41	
	Not Specified	90	8.35	1.20	
Accepts Constructive Criticism	Strength	36	8.45	0.98	2.67#
	Weakness	3	6.90	1.71	
	Not Specified	76	8.17	1.22	

#p<.10, 2-tailed test

TABLE 12

Significance of Mean Differences Between General Ethnic Distance Scores of Subgroups of Student Teachers Selected by Ratings on Student Teaching Behavior Characteristics

Student Teaching Behavior Characteristic	Rating Subgroup	Prejudice Score $\bar{X}$	Prejudice Score SD	df	t
Presentation - Communication	Strength	1.52	0.39	100	1.85#
	Not Specified	1.73	0.75		
Enthusiasm	Strength	1.45	0.39	109	2.34#
	Not Specified	1.70	0.65		
Professional Attitudes	Strength	1.42	0.34	112	2.02#
	Not Specified	1.65	0.60		
Sense of Humor	Strength	1.32	0.37	113	1.82#
	Not Specified	1.62	0.57		

#p<.10, 2-tailed test

TABLE 13

Significance of Mean Differences Between Attitude Toward the Negro Scale Scores of Subgroups of Student Teachers Selected by Ratings on Student Teaching Behavior Characteristics

Student Teaching Behavior Characteristic	Rating Subgroup	Prejudice Score $\bar{X}$	Prejudice Score SD	df	t
Assumes Responsibility	Weakness	7.34	0.41	93	1.85#
	Not Specified	8.35	1.20		
Accepts Constructive Criticism	Weakness	6.90	1.71	77	1.71#
	Not Specified	8.17	1.22		
Accepts Constructive Criticism	Strength	8.45	0.98	37	2.40+
	Weakness	6.90	1.71		

#p<.10, 2-tailed test
+p<.05, 2-tailed test